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ABSTRACT

This paper reports on a survey of day-care agencies to determine their need for library services. The survey was designed to determine: (1) which library services are being used by child care givers; (2) which services are not being used and may have the potential for promotion; (3) whether story time is provided regularly by care givers and what resources are used; (4) which services care givers would like to have; (5) whether care givers feel the need for training in story time techniques, book selection, and children's literature; and (6) whether day-care agencies are interested in working with libraries to provide parent programs. A survey questionnaire was sent to a random sample of 100 day-care agencies in the 19-county area served by the regional library agency NORWELD (Northwest Library District). Half of the libraries responded to the 31-item questionnaire. Eight statistical tables are used to present the results. The data indicate that child caregivers do use library services, especially books. Moverover, 90% of the respondents indicated an interest in training in the area of storytelling techniques, puppetry, and children's literature. The findings also revealed gaps in the knowledge of the caregivers that pointed to the existence of a potential for broadening and increasing the use of various library services. A copy of the questionnaire and a list of topics in which day-care staff would like training are appended. (Contains 28 references.) (KRN)

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THE USE OF CHILDREN'S LIBRARY SERVICES BY CHILD CARE GIVERS IN THE NORWELD SERVICE AREA

A Master's Research Paper submitted to the
Kent State University School of Library Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Marilyn C. Zerby

November, 1992

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ABSTRACT

Meeting the literacy needs of young children in day-care centers is an issue currently being voiced by children's librarians. In the United States, several library systems have developed projects specifically to serve the day-care population. Educators have suggested that libraries co-ordinate their efforts with community agencies in meeting the needs of these children. In this study, a survey questionnaire was sent to a random sample of 100 day-care agencies in the 19-county area served by the regional library agency NORWELD in order to determine which library services are being used by child care givers, what care givers perceive as their needs regarding training in storytime techniques and children's literature, and whether day-care agencies are interested in working with libraries to provide parent programs. Data from the study will be useful in determining which library services need to be developed and/or promoted and whether a felt need for in-service training by libraries does exist.

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INTRODUCTION

NORWELD (Northwest Library District) is a regional library agency which has as one of its functions the provision of staff development programs to help children's librarians better serve their communities. A Youth Services Consultant with the guidance of a Youth Services Advisory Committee develops and implements educational workshops with noted professionals as presenters. NORWELD has recently become interested in two related projects: 1) the provision of an in-service program for librarians on the topic of library service to community child care agencies and 2) the development of a workshop series conducted by children's librarians to teach child care providers about library services, the importance of storytime for children, and how to conduct their own storytimes for children in their care.

Before beginning a major project such as training workshops, however, it is advisable to have data on the needs of the client group, i.e. licensed child care givers in the 19 counties served by NORWELD. This study included only agencies licensed by the Ohio Department of Human Resources which defines "child day-care" as

> administering to the needs of infants, toddlers, pre-school children, and school children outside of school hours by persons other than their parents, guardians, custodians, or relatives . . . in a place other than the child's own home.

A "day-care center" means

> any place in which child day-care is provided with or without compensation for thirteen or more children at one time or any place that is not the permanent residence of the licensee or administrator in which child day-care is provided with or without compensation for 7 - 12 children at one time.

This definition includes Type A family homes in which day-care is provided for up to 12 children by an administrator who resides therein (Ohio Department of Human Resources, 1990).

RESEARCH OBJECTIVES

The purpose of this study was to help determine whether there was need for in-service workshops on library services and storytime techniques for child care givers in the NORWELD region. It sought to delineate the current areas of library use and non-use by the care givers. Specific objectives were to learn the following:

1) which library services are being used;

2) which services are not being used and may have the potential for promotion;

3) whether storytime is provided regularly by care givers and what resources are used;

4) which library services care givers would like to have;

5) whether care givers feel the need for training in storytime techniques, book selection, and children's literature;

6) whether care givers are interested in cooperating with public libraries in providing programs for parents.

LITERATURE REVIEW

Library services to young children

The PUBLIC LIBRARY MISSION STATEMENT AND ITS IMPERATIVES FOR SERVICE (ALA, 1979) stresses the importance of understanding and responding to societal needs within the community. "Community" refers to people both young and old, rich and poor, educated and illiterate, not only in the local geographic service area but to the wider regional area as well. It is a responsibility of the public library as a cultural and educational agency to support child learning and development and to reach the child in his/her everyday environment (Young, 1981).

That children need to have many experiences with books and literature-related activities at an early age is well documented by the literature in education as well as that related to library services to children. Research in cognitive development and educational attainment justify special services to young children.

The goals of children's librarians include instilling in children the love of books and reading and supporting literacy and learning.

To this end they offer storytimes, puppet shows, and reading programs.

Traditionally, library service for preschool children has been offered at public libraries during week-day, daytime hours and attended by mothers who do not work (Denniston, 1986). Willett (1985, 1988), however, reports that demographic changes have made it difficult to serve young children adequately in the traditional manner. The influx of mothers of young children into the workforce has had implications for children's library service. Recent attention has been directed to the needs of the preschool child in day-care. In 1950, about 12 percent of married mothers with children under six years of age were working; in 1985, more than 50 percent of this group were in the workforce. More than 6,600,000 children are being cared for away from home (Willett, 1988).

In response to the decline in numbers of mothers bringing preschoolers to the library for storytimes and book selection, according to Willett (1988), children's librarians have devised ways to serve day-care centers and have begun to work with adults who give child care in public and home settings by providing demonstrations of reading aloud and other activities. Although in some states the weakest element in children's services is in the realm of outreach (Razzano, 1987), library outreach to child care agencies is encouraged by two ALA divisions, the Association

for Library Service to Children (ALSC) and the Public Library Association (PLA); and it is recommended by early childhood educators as well.

In 1973 the Standards Committee Task Force on Children's Services of the PLA declared that "libraries should serve as active partners in planning and working with other agencies and individuals seeking to meet the needs of young children" (Young, 1981). The children's librarian should be a child advocate in the community and develop the ability to communicate with other children's professionals and child care providers.

These prescriptions were reiterated and expanded in 1988 at the Allerton Park Institute, a national conference of youth services leaders. Based on the philosophy that children are entitled to full access to library materials, the Institute recommended that the children's librarian respond to the needs of parents, care givers, and others who use children's resources; that s/he maintain regular communication with agencies and institutions serving children; provide outreach programs commensurate with community needs and library goals; establish services and programs for professionals and agencies in the community who work with children; and extend library services to groups that may be unserved (ALSC, 1989). A needs assessment of day-care agencies would be an appropriate component in carrying out these responsibilities.

In a study by Frances A. Smardo (1980) to develop guidelines for libraries based on recommendations of early childhood educators, several pertinent recommendations were made: 1) Public libraries should coordinate services and programs with those of other community agencies to avoid duplication. 2) Libraries should provide training to child care givers in storytelling, puppetry, and selection of materials for youngsters. 3) Librarians should work cooperatively with early childhood personnel as consultants and co-programmers for parents. 4) Libraries could offer early childhood centers rotating collections of print and non-print materials such as books, puppets, and films.

A further recommendation was that children's librarians receive training in child development and the provision of services to young children. A follow-up study by Green and Cullinan (1988) indicated that of 42 library schools responding to the study survey, only four schools offered coursework specifically dealing with services to the early childhood population. Because, in the NORWELD area, the majority of children's librarians do not have training in early childhood or library services to care givers, this may be a legitimate area for in-service to librarians.

According to Nespeca (1990) and Willett (1988), most child care centers cannot afford books and other resources which libraries can provide. However, one must recognize the possibility that many may be able to do so and, therefore, do not need library services. Planning and service should be based on relevant data regarding the community and client group. To determine whether in-service training for librarians to provide service to child care agencies is justified, it would be helpful to know if a need for such services exists. It is also possible that day-care providers are adept and diligent in presenting storytimes to children. Assessment in this area would be helpful in determining the need to provide storytime workshops for this clientele.

This study will attempt to obtain data which will help determine whether outreach is needed and what areas of service need to be promoted. The results may be used as a factor in deciding whether to offer in-service education and/or workshops.

Reading aloud to groups of young children

As seen above, there are many prescriptions for the children's librarian regarding outreach services to child care givers. There is also an abundance of literature supporting the need for reading aloud to

children at a young age (Bennett, 1987; Butler, 1980; Clay, 1979; Rollock, 1988; Trelease, 1985). Reading aloud to children is one of the most important prerequisites for them in developing reading readiness. Roser (1987) emphasizes the role of storybooks. Storytelling introduces young children to cultural values and literacy patterns before they can read by themselves (Bennett, 1987).

Most of the studies of the effects of early reading aloud were linked to the one-on-one situation of the parent reading to the child at home (Flood, 1977; Morrow, 1983; Teale, 1981). Only recently have there been any studies of reading to children in the group setting in kindergarten or preschool. Preschool children exposed to books may learn from each other that there are relationships between the print in books and the symbols in their environment. Lundsteen (1986) found that exploration of books was more important than maturation in children's ability to make sense out of print.

The International Reading Association and the National Association for the Education of Young Children have recently endorsed teaching practices consistent with the holistic approach to reading as being appropriate for 4-year-olds. (This approach is premised on the belief that all forms of language--reading, speaking, listening, writing--develop

concurrently and that literacy develops when children have meaningful interaction with print and oral language). Shared book experiences are a major aspect of teaching with this approach (Weir, 1989).

Morrow and Smith (1990) found that kindergarten children, when read aloud to in small groups, showed greater comprehension than in a one-to-one setting. This may have implications for preschoolers as well. James Christie (1990) found that when print materials were related to dramatic play, literacy development was promoted. Children's librarians often use creative drama in relation to stories.

Whose responsibility is it?

Now that the need for reading aloud and providing a print-rich environment for the young child has been established, whose responsibility is it to provide the appropriate resources to the 6,600,000 youngsters who spend much of their waking time in child care groups away from their parents?

Nespeca (1990) points out that most day-care centers do not have the money to buy books and that compliance with the seat belt laws may prevent centers from transporting children to the library for storytimes.

Some people involved in day-care are college educated or well trained. However, these often are administrators who are not directly involved with the daily activities of the children. Willett (1985) suggests that because child care is a poorly paid occupation, it may attract those who might not have education in child development or skills for more lucrative work. Therefore, according to Willett, "librarians have much to offer day-care workers as well as children in day-care" (1985, 136). Librarians can share their expertise in selecting quality materials and methods for using materials with children.

Naylor (1987) also recognizes the need to begin the lifelong learning process at the earliest possible age and stresses the advocacy role of the librarian in working with children's agencies. Similarly, ALSC endorses the concept that libraries are one of the "most logical and natural agencies to foster verbal facility in children. Through programming, publicity, and an ample supply of materials, the library can become an important community resource for early childhood education" (ALA, 1980, 1).

More recently, planners for the 1991 White House Conference on Library Information Services (WHCLIS) recommended legislation to enact a public library children's services title or act to include funds for

parent/family education projects for early childhood services involving early childhood agencies as well as funds to work in partnership with early childhood providers to offer deposit collections and training in the use of library resources.

There is a dearth of literature available on whether and how libraries are actually meeting the need as precribed for them. There is even less to indicate whether day-care providers perceive this same need. However, according to Fitzgibbons (1984), the increased adult use of children's services in a Connecticut Research Project indicated that the adult who works with children is indeed a new client group to be served by librarians.

Library outreach programs

Some libraries have already developed programs to serve child care centers. Project LEAP (Library's Alternative for Preschoolers) is in its third year at the Cuyahoga County Public Library. It has received over $230,000 in grants from the State Library of Ohio and has produced 1800 storytime kits and 80 puppet shows which circulate to day-care centers and nursery schools. The Project plans to develop a model child care center library of 300 books and write a booklet for care givers (SCHOOL

LIBRARY JOURNAL, 1989).

In Santa Clara County (California) the South Bay Cooperative Library System wrote a grant to promote literature and reading among three- to five-year-olds in child care centers with the following objectives: 1) to orient children's librarians on how to work with child care personnel; 2) to have 15 child care sites incorporate books and use library services regularly; 3) to visit centers for storytelling; and 4) to educate workers and parents about the value of literature and library services. This project resulted in more use of the library by parents as well as by care agencies, and requests for storytelling and informative presentations increased (Denniston, 1986).

Prince George's County Memorial Library (1990) offers their "Wee Care" program to family day care providers in the Washington, D. C. area. Librarians read and share storytime activities with children, teach care providers to lead story programs, and leave a collection of books on site. Tips offered for planning such a program include relating the library's mission to program goals and assessing the needs of day-care providers.

METHOD

A survey questionnaire (reproduced in Appendix A) was designed to yield information regarding the study's objectives plus a general description of the target population. Items were structured to elicit yes/no or short responses. The instrument was reviewed by the NORWELD Youth Services Consultant for content validity, and a pilot study was conducted to obtain input on the length of the questionnaire and to ensure that the items would be easily understood by the respondents.

The written questionnaire was mailed to a random sample of 100 child day-care agencies drawn from a list of 259 licensed day-care homes and centers in the 19-county region served by NORWELD, the Northwest Library District in northwest Ohio. The list was obtained from the Ohio Department of Human Services which defines and licenses day-care centers. The head teacher or someone with direct contact with the daily activities of the center was asked to complete the questionnaire.

Responses were analyzed by frequency counts on an item-by-item

basis. Results will be shared with the NORWELD children's librarians and the Youth Services Consultant.

SURVEY RESULTS

The complete survey questionnaire is found in Appendix A.

Respondents

Of the one hundred questionnaires sent out to the sample described above, half (50%) were returned. Respondents included Type A licensed homes, Headstart, Montessori schools, public and private pre-schools, and parent cooperatives, all licensed by the State of Ohio (Table 1). The number of children cared for in a center ranged from a low of 14 to a high of 180 with a total of 3,177 children encompassed by the survey.

The variety of respondents and number of children covered by this study point up the need to consider and include all types of child-care agencies as potential users of library services. Type B homes, which were outside the scope of this study, also serve children, although not all are licensed or easily identified.

Table 1: Respondents by Type and Children Served

	Type		Children served	
	n	% of total	n	% of total
Type A Home	2	4	45	1
Public Day-care	27	54	1,707	54
Campus Day-care	1	2	105	3
Montessori	2	4	191	6
Headstart	5	10	155	5
Private / Cooperative	13	26	974	31
Total	50	100	3,177	100

Willett (1985) has suggested that, because child care is a poorly paid occupation, it may attract those who may not be educated in child development and the methods of providing meaningful experiences with literature. The questionnaire showed that 59% of the care givers in the area surveyed had no degree; 21% had an Associate degree, 19% held a Bachelor's degree, and 2% had a Master's degree (Table 2).

It is important to note for the purpose of this study that over half (59%) of the child care givers had no degree. According to the Ohio

Department of Human Services Standards (1990), non-degreed day-care staff must complete 15 hours of in-service training a year up to a total of 45 hours of training or until an appropriate associate or higher degree is obtained. This would be an appropriate group to target for in-service training along with any others who felt the need for updates or additional training in children's literature and library services. Responses to the questionnaire did, in fact, indicate that many care givers (86%) felt the need for in-service training in materials and procedures for reading to children.

Table 2: Level of Education of Caregivers

Level of education attained	Number	Percent
No diploma	2	1%
High school/GED	149	39%
Some college	76	20%
Associate degree	80	21%
Bachelor's degree	71	18%
Master's degree	8	2%
Total	386	*101%

*Percents are rounded

The 19-county area surveyed consists of very rural areas with scattered small and medium-sized towns as well as cities with populations over 25,000. Respondents represented a variety of population areas. They also represented centers at varying distances from a library (Table 3). Most (58%) of the day-care centers responding were less than one mile from a library or branch, although two of the very rural centers were over 10 miles from a library. Of the 14 centers in areas with populations of more than 25,000, ten (71%) were from one to five miles from a library, and only three (21%) were less than a mile away. No attempt was made to stratify the random sample in terms of population area or distance from a library. However, in charting these characteristics, it appears that day-care centers in small towns of less than 25,000 population seem more likely to be closer to a library than centers in areas over 25,000 which tend to be one to five miles from a library (Table 3). Proximity may be a factor related to frequency of visits to the library for children's programs or to checkout materials. However, this study looked only at reported library use. To establish causality related to frequency of use, further research is necessary.

Table 3: Day-care Center's Population Area and Distance from Library

Population	Distance			
	<1 mi.	1-5 mi.	6-10 mi.	>10 mi.
<500 (n=3)	1			2
501-2,000 (n=5)	4	1		
2,001-8,000 (n=15)	11	4		
8,001-15,000 (n=8)	6	1	1	
15,001-25,000 (n=5)	4	1		
>25,000 (n=14)	3	10	1	
Total (n=50)	29	17	2	2

The ages of children in the centers participating in the survey ranged from under one year to twelve years old. This study noted a total of 3,177 youngsters enrolled in the responding agencies. As Table 4

indicates, there were 2,012 children in the three- to five-year-old age bracket. This is an average of 40 three- to five-year-olds per center; overall, this age group constituted 63% of the day-care population in this study. This is a significant population to librarians as it is one for which the library has traditionally offered storytimes and programs during the day. The literature indicates that librarians have noted a decline in library use by this age group because of the changing demographics caused by mothers of young children entering the workforce. There is a growing concern over how to serve this group in day-care along with the toddler age group (12 to 36 months; n=446) which, together, comprise 77% of the day-care population. At the other ends of the age spectrum are 121 children zero to twelve months old representing 4% and 598 school-age children (over 5 - 12 years old) representing 19% of the population surveyed.

Children's library needs vary with their age, and libraries must respond with appropriate services. Although there was no attempt in this survey to match library services or materials used by care givers with age groups of children, it is important to note that children of all ages need contact with books and libraries. School-age youngsters represented

Table 4: Numbers of Children Enrolled in Day-Care by Age

Age	Number	Percent
0-12 mos.	121	4%
12-36 mos.	446	14%
36-60 mos.	2,012	63%
5-12 yrs.	598	19%
Total	3,177	100%

almost one-fifth of the day-care population. Librarians may tend to focus on them in the summer, serving those who come into the library; but those in day-care may need special consideration.

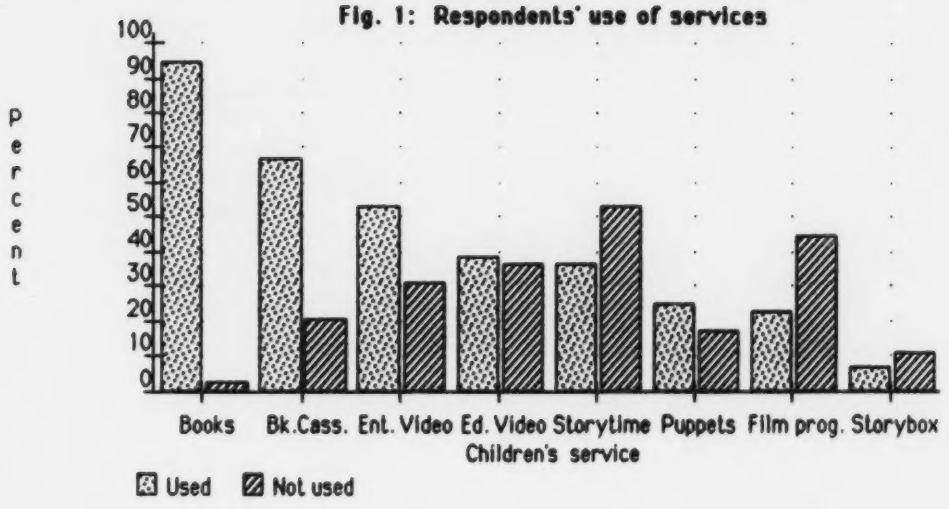
Use of library services

A major focus of this study was to learn not only which library services are being used, but those which are not being used and may need to be promoted or initiated. Respondents were given a list of library services/resources and questioned about their use. The results are shown in Table 5. The frequency of use is shown in Figure 1.

Table 5: Use of Library Services by Survey Respondents

	Response			
	Use n (%)	Do not use n (%)	Would use if available n (%)	Don't know about n (%)
Children's books	47 (94)	1 (2)		
Bookcassettes	33 (66)	10 (20)	1 (2)	2 (4)
Entertainment videos	26 (52)	15 (30)		4 (8)
Educational videos	19 (38)	18 (36)		4 (8)
Storytime at library	18 (36)	26 (52)	1 (2)	2 (4)
Puppets	12 (24)	8 (16)	9 (18)	18 (36)
Film programs	11 (22)	22 (44)	2 (4)	11 (22)
Storyboxes	3 (6)	5 (10)	12 (24)	26 (52)

Almost all (94%) of the centers that responded used children's books, and more than half the centers used bookcassettes and entertainment videos. Only six answered that they did not know whether the library had these latter two services. However, of those centers with libraries having these services, 15 (30%) chose NOT to use entertainment videos, and 10 (20%) chose NOT to use bookcassettes, while only one did



not use children's books from the library. Reasons were not asked for, but it is conjectured that perhaps these centers did not have the necessary equipment, did not feel such usage meshed with the curriculum, or did not have the time or inclination to use these items. Showing them how to integrate these media into their curriculum or set up centers using them may be part of an in-service program. One center reported that it did not use the library for books because it did not plan units using book resources or provide storytime within its curriculum.

The other services, educational videos, storytimes at the library, puppets, film programs, and storyboxes were all used, but each was used by less than half of the respondents. Educational videos were used by 19 (38%), but almost an equal number (18 or 36%) chose not to use them. A few of the respondents did not know whether the library had videos, but no one indicated that they wanted this service made available. Puppets and storyboxes were resources with low use, but centers expressed an interest in using them if made available. About one-fourth of the centers (12) used library puppets; only three used storyboxes (defined as a boxed collection of various books, fingerplays, songs, puppets, and/or films on a theme).

Not all libraries had all services, but when asked whether a non-existing service would be used if made available, 18% of the centers would use puppets and 24% would use storyboxes. However, 26 (52%) of all respondents did not know whether the library had storyboxes, and 18 (36%) did not know about puppets.

These results suggest that puppets and storyboxes are services which need to be promoted where they already exist and that they may fill a need if initiated and promoted by libraries not currently providing them. The literature on library services shows that some large libraries do

provide storyboxes to day-care centers. The libraries in the area covered by this study are mainly small to medium-sized, but they may need to focus some attention on acquiring and promoting both puppets and storyboxes. Perhaps regional libraries should explore these options. Moderately priced puppets can be purchased to circulate independently or bagged with an appropriate book.

Storytimes and film programs at the library were not well used. In fact, more centers chose NOT to use them than TO use them. Almost half would not use these services when available at the library. It is not that stories are unimportant, however. Responses showed that storytime IS important to daycare providers. Forty-eight (96%) provide it, 40 (80%) on a daily basis at the center (Table 7). It is hypothesized that transportation-related issues and practicality may contribute to the lower use of programs held at the library. Unless the library is within walking distance, children must be transported in vehicles with seatbelts or car seats for each child, plus a driver. This may require volunteer parents (who are presumably working), and also takes teachers away from the center. Practical considerations may include the timing of library storytimes and film programs, reluctance of the library staff to provide programs to select groups, insufficient staff to do so if desired, or a lack

of space in storytimes open to the public. Additionally, since most day-care centers provided storytime daily, they may not feel a need to go to the library for storytime.

Class visits

Apart from storytime, some libraries encourage class visits which often include a tour and/or stories. When asked about taking classes to visit the public library, thirty-six (72%) centers responded in the affirmative. The frequency of those visiting at different intervals is shown in Table 6.

Table 6: Number of Centers Visiting at Intervals and Total Estimated Yearly Frequency of Visits

Intervals	Centers Visiting	%	Estimated Average Yearly Frequency
Weekly	2	4%	104
Monthly	12	24%	144
4-6 times/yr.	5	10%	25
3 times/yr. or fewer	17	34%	34
Total	36	72%	307

These data show that the library is being used for class visits. Thirty-four percent took advantage of this service three times a year or less, 24% did so monthly, and 2% did so weekly. However, librarians may want to investigate why it is not used more. It may be that occasional visits are considered sufficient to acquaint the child with the library, tie in with the educational program, and still be logistically feasible.

Storytimes

When asked if they provided storytimes, 96% of the caregivers responded affirmatively. Storytime was defined as a planned sequence of books, flannel board stories, fingerplays, songs, and/or puppets lasting one-half hour or more. For the two which did not provide it, storytime was not considered part of the curriculum. No one replied that it was not important. As seen in Table 7, 80% of the centers considered it important enough to provide it on a daily basis while only one held it less than once a week. The reason given was lack of time.

Table 7: Frequency of Day-care Storytimes

Daily	Twice Weekly	Once Weekly	Alternate Weeks	Total
n (%)	n (%)	n (%)	n (%)	n (%)
40 (80%)	4 (8%)	3 (6%)	1 (2%)	48 (96%)

Some (28%) of the day-care centers had a librarian visit them to do storytime. Most of the fourteen who did this, were visited once a month or a few times a year. Only in two cases did the librarian visit weekly. Eleven of those centers that had a librarian visit them also took children to visit the library. Libraries that encourage participation in both these activities are providing a valuable link to the library for children.

Resources

When asked whether care givers did unit lessons with books as resources, 47 (94%) of the respondents said they did. Centers had various means of obtaining books and, as shown in Table 8, many utilized more than one source.

Table 8: Day-care Sources for Books for Unit Lessons

Source	Number	Percent
Day-care budget	43	86%
Buy new books	39	78%
Public library	38	76%
Center's library	29	58%
Garage sales	21	42%
Donations	18	36%

Although 43 (86%) centers said books were in their budget, only 39 (78%) reported actually buying them new; others supplement their resources through garage sale purchases and donations; and 76% of all respondents relied on the public library as a source for books for units. Four day-cares listed the public library as their only source, and 31 of those buying new books also used the library. When asked about overall use of books from the library, 94% (Fig. 1) indicated using the library to check out books for children.

Other items that centers borrowed from libraries in addition to budgeting for purchase were puppets and bookcassettes. Thirty-three (66%) budgeted for puppets and 38 (76%) for bookcassettes. Those that did not purchase these indicated that they could not afford to do so. Nine (18%) of those that purchased puppets and bookcassettes also borrowed them from the public library. Day-care centers use the library even when they have their own resources.

In terms of frequency of use of the public library to check out materials for use with children, 82% of the survey respondents checked materials out once a month or more. Twenty-eight percent of the total surveyed checked out materials weekly. Most users (92%) reported that they select books themselves, although there was some overlap with the 48% of the total who asked library employees to help. Nine respondents (18%) said they called ahead for this service, but 19 (38%) said they did not.

Six (12%) of the respondents did not know whether their library had a children's librarian or not and one respondent said there was no children's librarian at the library used. However, 43 (86%) said that their library did have a children's librarian. Having a children's librarian may be factor for those centers that take classes to the library for storytimes,

affect what services are available, and would likely be a factor in providing inservice workshops to caregivers.

Day-care - library cooperation

Although 62% of the respondents provided programs on various topics for parents, none had done so in cooperation with the public library. When asked if they would be interested in working with the library to provide parent programs on topics such as children's literature and reading to children, 76% expressed interest. Most of these expressed willingness to provide speakers, brochures, and space. Only three, however, would help supply funding. This represents an important avenue of cooperation, giving libraries the opportunity to reach and educate both parents and care givers.

Need for workshops

Ninety percent of the day-care providers indicated that their staff would be interested in attending workshops on children's literature, storytime techniques and puppetry if offered by a public library. Topics in which centers indicated the most interest were using literature for storytime themes such as weather, divorce, or holidays, followed by puppetry techniques. They also listed, from most interest to least

interest, storytime techniques, storytelling, fingerplays, new children's books, parenting topics, and whole language. (Topics are listed in Appendix B).

CONCLUSIONS AND IMPLICATIONS FOR PRACTICE

Because of the low response rate of 50%, the results of the survey questionnaire may not be representative of the whole sample or population. A shorter document may have generated a larger response. However, in the pilot study, respondents said that the length was acceptable and that they were accustomed to answering surveys of this length. Follow-up by means of reminder postcards, a shortened version of the instrument, or telephone interviews may have yielded additional data. This study does provide a base for informal follow-up on a local basis by individual librarians.

The results of this study indicate that in the NORWELD region there may be various groups of children not being served by libraries in the traditional ways. The 50 agencies responding to the questionnaire serve 2,458 children ranging in age from one to five years old. This represents 77% of the day-care population of those agencies. Because of the small sample size, one cannot conclude that these figures are representative of

the population as a whole. Nevertheless, they do seem to indicate that there exists a sizable preschool and toddler population that is not being served through traditional programs and services. The fact that 19% of the children encompassed by the study were from five to twelve years old points out that there is also a school-age population that perhaps once visited the library after school and is no longer able to do so. A variety of strategies can be designed to meet the needs of these groups including evening programming, on-site visits by the children's librarian and the bookmobile, and rotating collections of non-print materials.

Survey results also show that day-care providers need help from the library in terms of both material resources and training.

The data indicate that child care givers do use library services, especially books. Even when centers had their own resources, they turned to the library for books, bookcassettes, puppets, videos, and help. Adequately meeting the educational needs of children in day-care requires an environment rich in print and non-print materials to expand children's experiences. Day-care centers in this study were unable to meet these needs alone. It is conjectured that a large portion of their financial resources are focused on the physical care of children and that it would not be cost-effective for each day-care to purchase a large variety of

materials which may be used only seasonally or infrequently, such as books or films on holidays or topics taught once a year. In addition, day-care homes and centers are not designed to share resources for the purpose of curriculum enhancement or cost reduction. The public library, however, represents an agency whose purpose IS to provide a broad diversity of print and non-print resources for the express purpose of sharing. It often provides a variety of viewpoints on a topic as well as duplicate materials. Individual day-care centers may find it more cost-effective as well as easier to supplement their resources through the library than to attempt to be self-sufficient. Looking at these agencies in the context of the community-at-large, it is probably more effective to share resources through the public library.

Although in this study there was no library service that was unused, for every service questioned, there were respondents who did not use it or indicated a lack of knowledge about its availability. Thus, the potential exists for broadening and increasing use through development and promotion of resources. The data indicated that centers wanted storyboxes and puppets, but they did not want film programs or storytimes at the library. This may be because storyboxes and puppets are items which can be checked out to be used on-site as needed, whereas

programs at the library necessitate a field trip with the children; and this may involve transportation, seatbelts, and conforming to library time frames.

Libraries will need to determine which resources need to be developed and/or promoted. Local clubs may donate to a puppet collection which libraries can promote through publicity and in-service. Storyboxes may be more cost-effective if developed at the regional level. Follow-up should determine which themes storyboxes should incorporate. Possibly, teaching care givers to integrate films, videos, and bookcassettes into the curriculum would encourage them to use a multi-media approach. Because transportation and distance may be obstacles to library visits, it is recommended that librarians visit the centers to model storytelling, flannel board techniques, and perhaps deliver resource collections. At the same time, they should make day-care centers aware of and welcome at library programs.

Storytime is considered important to day-care providers, and 90% of the respondents indicated an interest in training in this area. Additionally, 59% of the respondents in this survey were non-degreed workers who are required to obtain 15 hours of in-service credit per year. Keeping in mind the low survey response rate, it is recommended that

NORWELD conduct local surveys of day-care personnel at selected sites targeted for possible future in-service workshops. If these have a positive response, it is recommended that NORWELD develop in-service workshops that carry state approved continuing education credit and offer them at selected pilot sites in the region. Workshops should teach storytime techniques, puppetry, storytelling, and children's literature.

Providing in-service training on relevant topics is one way of opening the door to both communication and cooperation between the library and child care agencies. Since none of the respondents had done cooperative programs for parents, but 37 (74%) were definitely interested in doing so, this is a very important element of service which should not be overlooked.

This study appears to reinforce the recommendations of early childhood educators cited by Frances Smardo in her study (1980) and validate the need to follow their guidelines: 1) Public libraries should coordinate services with those of other community agencies; 2) Libraries should provide training to child care givers in storytelling, puppetry, and selection of materials for youngsters; 3) Librarians should work cooperatively with early childhood personnel as consultants and co-

programmers for parents; 4) Libraries could offer to centers collections of print and non-print materials such as books, puppets, and films.

APPENDIX A

LIBRARY USE QUESTIONNAIRE
FOR CHILD CARE AGENCIES

Thank you for taking the time to fill out this questionnaire. Your input is valuable. and it is our hope that the results will be helpful in meeting the needs of child care providers and the children they serve.

Please be as accurate as possible and check all answers which apply to your situation.

1. As defined by the state of Ohio are you a...

   Family home care provider? 2/4%

   Public day care center? 27/54%

   Other? (specify) 21/42% (5 headstart, 2 Montessori, 1 campus, 13 church or parent co-op)

2. What is the population of the city or town where your daycare home or center is located?

   Less than 500 3/6%

   501-2.000 5/10%

   2.001-8.000 15/30%

   8.001-15.000 8/16%

   15.001-25.000 5/10%

   More than 25.001 14/28%

3. Indicate the number of children currently enrolled by the following age groups:

   0 - 12 months 121/3.8%

   Over 12 months - 36 months 446/14%

   Over 36 months - 5 years 2012/63.3%

   Over 5 years - 12 years 598/18.8 %

4. What is the total number of care givers on the staff who work directly with children? Range 2 - 25

5. Please indicate the number of care givers in question #4 with the following levels of education:

	Full time	Part time
Did not complete high school	2/.5%	____
High school diploma or GED	149/38.6%	____
Some college but no degree	76/19.6%	____
Associate degree	80/20.7%	____
Bachelor's degree	71/18.3%	____
Master's degree or greater	8/2.1%	____

Other (specify) _____

6. How far is your home/center from the nearest library or branch?

Less than 1 mile 29/58% 1 - 5 miles 17/34%

6 - 10 miles 2/4% More than 10 miles 2/4%

7. Do you provide storytime (i.e. a planned sequence of books, flannel board stories, fingerplays, songs, and/or puppets, lasting 1/2 hour or more) as a part of your program?

48/
Yes 96% (Go to #8) No 2/4% (Go to #9)

8. If yes, how often?

Daily 40/80%

Twice a week 4/8%

Once a week 3/6%

Every other week 1/2%

Once a month ____

Other (specify) _____

9. If you do storytimes less than once a week, why do you not do them more often? (Check all that apply).

Not enough time 1/2%

Not enough staff ____

Not enough books ____

Storytime is not important ____

Children won't sit still ____

Don't know how ____

Other (specify) Not in curriculum 2/4%

10. Do you do unit lessons with books as resources?
Yes 47/94 (Go to #11) No 3/6% (Go to #12)

11. If yes, where do you get books? (Check all that apply).

Purchase them new 39/78%

Garage sales 21/42%

Donations 18/36%

Public library 38/76%

Center has its own library 29/58%

12. Are books for use with children an item in your budget?
Yes 43/86% No 6/12%

13. Are puppets in the budget? Yes 33/66% No 17/34%

14. Do you buy bookcassettes (book and tape sets)?
Yes 38/76% No 12/24%

15. If you do not buy one or all of these items, why not?

Can't afford 7/14%

Get from public library 9/18%

Don't use ____

Other? make them(2); donated (1); not in curriculum (1)

16. How often do you use the public library to check out materials for use with the children?

Once a week 14/28%

Every 2-3 weeks 13/26%

Once a month 14/28%

3 or 4 times a year 5/10%

1 or 2 times a year 4/8%

Never ___

17. If you use a public library for children's books, do you:

a. Select the books yourself? Yes 46/92% No 4/8%

b. Ask a library employee to help you? Yes 24/48% No 7/14%

c. Call the library ahead and ask them to get books ready for you? Yes 9/18% No19/38% 22/44% no answer

18. Check below as follows:
A - If you use this library service
B - If library has this service but you do not use
C - If library does not have. but you would use if available
D - If library does not have. & you would not use anyway
E - If you do not know if library has this service

		A	B	C	D	E	NA
a.	Children's books	47/94%	1/2%	___	___	___	2/4%
b.	Bookcassettes	33/66%	9/18%	1/2%	1/2%	2/4%	4/8%
c.	Entertainment videos	26/52%	14/28%	___	1/2%	4/8%	5/10%
d.	Educational videos	19/38%	17/34%	___	1/2%	4/8%	9/18%
e.	Puppets	12/24%	6/12%	9/18%	2/4%	18/36%	3/6%
f.	Storytimes at library	18/36%	24/48%	1/2%	2/4%	2/4%	3/6%
g..	Film programs at library	11/22%	21/42%	2/4%	1/2%	11/22%	4/8%
h.	Storyboxes (box with books, fingerplays. songs. on a theme)	3/6%	4/8%	12/24%	1/2%	26/52%	4/8%

19. Does the library you use have a children's librarian?

Yes 43/86% No 1/2% Don't know6/12%

20. Does your center/home take classes to visit the library?

Yes 36/72% No 14/28%

21. If yes. about how often?

Once a week 2/4%

Once a month 13/26% 1 had bookmobile come

4 - 6 times a year 4/8%

3 times a year or less (specify how many)17/34%

22. Does a librarian visit your home/center to do storytimes? Yes 14/28% No 36/72%

11 of the 14 also took class to library

23. If yes. about how often?

Once a week 2/4%

Once a month 8/16%

4 - 6 times a year 0

3 times a year or less (specify how many) 4/8%

24. If no. would you be interested in having this service?

Yes 27/54% No 8/16% 1 not sure

25. Does your staff provide programs about child development. nutrition. etc. to parents?

Yes 31/62% No 19/38%

26. Have you done parent programs cooperatively with the library? Yes 0 No 50/100%

27. Would you be interested in doing so/continuing to do so?

Yes 35/70% No 11/22%

28. Would your staff be willing to work with library staff to provide programs for parents on the importance of reading to children. children's literature. etc.?

Yes 37/74% No 9/18% 1 maybe; 1 "depends on time;" 1 NA

29. If yes. to what extent? (Check all that apply).

Provide: Speakers 25/50% Brochures 23/46%

Funding 3/6% Space 16/32% Other (specify) _____

_____

30. Would your staff be likely to attend workshops on children's literature. storytime techniques. puppetry, etc. if offered by a public library?

Yes 45/90% No 1/2% Maybe - 1; NA- 3

31. If so. list 3 or more topics they would be most interested in. storytime topics & techniques-34/68%; puppetry 14/28%; storytelling 6/12%; literature; parenting; whole language

Thank you again for participating in this survey. Please return it in the envelope provided and mail the enclosed postcard at the same time.

APPENDIX B

TOPICS LISTED BY RESPONDENTS

Respondents listed storytime themes most frequently. They included the following:

Animals
Divorce
New baby
Halloween
Environment
Dinosaurs
Space
Stranger danger
Weather
Action stories

After storytime themes, they listed the following from most interest to least interest:

Storytime techniques
Puppetry
Make and take puppets
Storytelling
New children's books
Poetry
Fingerplays
Flannel board stories and techniques
Storyboxes
Science
Selecting stories

Parent topics : divorce, play, nutrition, reading aloud
Props for stories
Themes for units
Teaching beginning reading
Whole language
Books for math concepts

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